



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Physical Education Level 3

This exemplar supports assessment against:91498

Evaluate physical activity experiences to devise strategies for lifelong
well-being

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to critically evaluate physical activity experiences to devise strategies for lifelong well-being.</p> <p>This involves:</p> <ul style="list-style-type: none"> • questioning and challenging assumptions about the relationship between the experiences; and the potential impact of the experiences on lifelong well-being • making coherent and insightful judgements that build on the questions and challenges. <p>The student has comprehensively examined personal physical activity experience to date (cricket) (1).</p> <p>The student has made coherent and insightful judgements that build on the questioning and challenging of assumptions (gender) for the relationship between the experiences and the potential impact on lifelong well-being (2).</p> <p>The student has questioned and challenged assumptions about the relationship between the experiences and the potential impact on lifelong well-being (3).</p> <p>For a more secure Excellence, the student would need to make more coherent and insightful judgements that build on the questions and challenges.</p>

With respect to cricket, this initially began at age 4-5 with 'backyard' cricket with my dad, where I developed a sense of fun and enjoyment for and from 'the game'. This enjoyment led to participation in junior club cricket programmes throughout primary school where I played in teams, predominantly made up of close school friends. This led to even stronger friendships, which in turn, positively influenced my willingness to continue with cricket, even though the transition to 'hard ball' cricket (where a lot of kids stopped playing due to a lack of skill development and the fact that you could now get really hurt if struck with the ball).

I thoroughly enjoyed spending time with my friends in an environment, other than school, whereby we were learning team values and "how to work together". Additionally, having good coaches at an early age allowed for the continued participation in cricket. These were because the coaches had been keen competitors, were passionate about the game, and had the appropriate skills and maturity to strike a balance between competing and participation. I was able to look up to and respect my coaches as a result. This then created a sense of idolism in me whereby I wanted to pursue cricket at an early age because 'Coach (name removed) thinks cricket is great'. These coaches also effectively created an enjoyable environment whereby a foundation was set for cricket to be fun as well as competitive. Because of this early exposure to a positive attitude, I was able to continue to build on this foundation after leaving the junior team, progressing through the years and increasing levels of ability. As a result of these factors, negative external influences were minimised, which again, resulted in my further participation in cricket, as I was not disheartened or "turned off" cricket at an early age. Consequently, through this exposure, I was able to develop further skill leading to a natural talent for aggressive batting and athletic fielding being identified...

1

Many social, cultural, and economic factors have influenced my participation in physical activity. Firstly my family, friends and the environment in which I live have played a positive role in my physical activity participation. I have been brought up in a family environment which promotes participation to physical activity, in any particular way, resulting in this attitude being nurtured in me from an early age. Both of my parents were once competitive body builders and remain physically active to this day. Bodybuilding is a sport that requires total commitment and determination in order to succeed. I have, therefore, adopted the same attitude towards physical activity, and consequently have had a degree of success, which has allowed me to consciously and somewhat 'naturally' continue with physical activity. Additionally my parents have encouraged me to adhere to sporting activity as they strongly believe that sport teaches valuable life lessons, such as how to win and how to lose, that can be applied to life. 'State of Play' research states "Some parents view sport as a vehicle that improves life skills such as teamwork, communication, discipline and general social skills". This has been a predominant focal point in my upbringing, with my parents consistently emphasizing that valuable lessons learnt through sport, are easily translated and applied to life, in areas such as work and socializing. As a result of this I gained further mental and spiritual benefits. This is because the valuable lessons I was learning through sport, were essentially laying a dominant foundation for my overall values system which have been influential in developing my individuality...

The ... community has provided a real sense of belonging in a sporting sense. Starting off playing junior cricket and football for the community clubs has progressed, through sport in the community, into my final year at College. In an holistic sense, this sense of community has been engrained in me since I was 5 years old, and has, therefore, created a strong sense of pride and spiritual well-being in representing my schools and a strong sense of community belonging.

In the early years of my sporting life, activity and sports participation was gender-mixed. Girls and boys were given equal opportunity in a wide variety of activities in lower age level sports, girls often exceeding the physical prowess of the boys at that younger age. Throughout my life however, gender based pressures have never affected my choices or adherence to a type of physical activity, for example, playing rugby for feelings of masculinity or playing cricket because that is a middle class activity. I have simply pursued the activities that I have been most talented in, and therefore enjoyed the most. I continue to play these sports based on the positive experiences that I had when younger and not because of the stereotype surrounded by these sports. However, although I was not directly affected, I have been aware of naturally occurring factors related to gender in sport at a subconscious level. This included factors such as, as age increased, sport became influenced by common societal stereotypes, namely, what gender should play what sport. As a male, I have played sports that, sociologically, it was 'natural for me to play, resulting in positive well-being, irrespective of my gender. However, participation in sport could have negative outcomes where a participant did not fit or meet societal norms, for example, a male wanting to play netball, or, a young woman wanting to play football or rugby in a men's team. Sports participation and the positive spin-offs that come from physical activity would become secondary in the circumstances as outlined, the predominant drivers being, arguably, social identity, self-worth, and stereotypical prejudice.

2

Media focus has had some influence on my physical activity and participation but has not directly influenced my choices of activity. However, through the emphasis of the benefits of being physically active through media, and increased societal awareness around the benefits of physical activity, I learned at an early age that being fit enabled me to enjoy the game more as well as provide a sense of greater well-being. Playing a highly physically demanding sport like basketball required me to attain and maintain a high fitness level. As a result of this I felt better in myself, and confident that I was partaking in a positive lifestyle choice. These attitudes then lead to the knowledge that a physically demanding sport required healthy eating habits and healthy life-style choices. For example, the need to play a full 'days' cricket would mean that I would not go out late and party the night before.

A very natural assumption exists that if a parent or parents of an individual is talented and experienced at a particular sport or activity, the individual will be good at that sport/activity also. However, in challenging this assumption, this factor can actually be counter-productive; because of the likelihood that the individual will be brought up being constantly pressured to succeed and compete in the same field as their parents. For example, it has been assumed by people who know my family, that I would be a talented pipe band drummer. My dad was ranked fourth in the world for pipe band drumming, but this activity is one that does not interest me and I have not participated in this, therefore challenging this natural assumption. This can lead to a sense of disinterest and lack of personal identity in physical activity for the individual, as they may simply not like the activity, but are being pressured to participate so that their parents can 'relive' the experience. Also, the individual may strive for a sense of individuality, and for that reason, not want to follow in the parents footsteps. In my case, having parents that do not participate in my chosen sports has been beneficial to my participation.

3

Another assumption is that because of my height I would naturally pursue basketball as a chosen sport. This is a valid assumption in my case as I got introduced to basketball because I was always tall for my age, and have continued to play since then. However, basketball isn't necessarily a sport that requires you to be very tall (although it helps). Some of the most successful point guards in the NBA have been less than 6 feet tall, but logical assumptions would suggest otherwise, as the average height of an NBA point guard is 6 ft 3.

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to evaluate, in depth, physical activity experiences to devise strategies for lifelong well-being.</p> <p>This involves:</p> <ul style="list-style-type: none"> • comprehensively examining personal physical activity experiences to date • making coherent judgements about the relationship between the experiences; and the potential impact of the experiences on lifelong well-being. <p>The student has student has comprehensively examined personal physical activity experiences to date (1).</p> <p>The student has made a coherent judgement about the relationship between the experiences and the potential impact of the experiences on well-being (2).</p> <p>The student has attempted to question and challenge assumptions about the physical activity experience (swimming) (3).</p> <p>To reach Excellence, the student would need to:</p> <ul style="list-style-type: none"> • question and challenge assumptions about the relationship between the physical activity experiences and the potential impact of the experiences on lifelong well-being • make coherent and insightful judgements that build on the questions and challenges.

From a very young age, I have been involved in numerous forms of physical activity, all of which have affected me both positively and negatively. While this is expected, the reason that I have continued to participate in physical activity compared to someone that hasn't, is that for me, the positives definitely outweigh the negatives. Activities that I was involved with from the ages zero to five consisted of tumbling tots, swimming, tennis and bike riding. When it comes to physical activity, I view my family as being very active and outgoing' They were definitely the only influence on my participation in physical activity at this stage in my life. Because I was so young, I had less of an ability to effectively choose what I wanted to be involved with' My parents began my physical activity experience with tumbling tots as it was a fun and easy way for me to socialise and develop various valuable skills. I learnt to associate being active with having fun which I think, is extremely important for children to do. As most of children's lives are based around being active, it is important for them to learn to have fun at the same time. Because I enjoyed partaking in the exercises set up at tumbling tots, my parents were able to see that physical activity was something that I had fun doing and wasn't afraid to get involved with. It was this which determined the level of physical activity which I would soon after be involved with.

1

I then began swimming lessons at the age of four, with my family being the main influence once again' My parents made the decision to sign me up for swimming lessons because it is one of the most valuable skills to attain. Swimming is an activity which has the ability to act as a source of fun, fitness and can even be life-saving' A barrier which was faced during my participation in this physical activity was cost. Because my parents had my older brother and I while they were both still young, it was hard financially to support the whole family while still making sure we maintained our wellbeing through physical activity. This was also affected by the location of the pool in which my lessons were held at. The TSW swim school was located in Mt C. This is a fairly long distance to travel from where we lived at the time, in Wadestown'. The long commute also proved to be rather costly in terms of the price of petrol. Because there was no real way to overcome this barrier, the only choice was to prioritise and have that as the only physical activity that I was involved in at this age' In a way

1

I think that I fit the mould created by the assumption of being a middle class white child who is learning how to swim at an early age. Another assumption that could be made is that I was expected to learn how to swim as it is an activity which my mum very commonly carried out. Swimming is definitely one of the most important physical skills in which I have picked up throughout my entire life. By becoming confident in the water at an early age, I have been able to use my skills to go to the pool with friends and have fun and to swim lengths to increase my level of fitness'

3

At the age of five, my overall skills were beginning to develop in a wider range of areas' As I became more familiar with what I was capable of, I started to want to choose what I wanted to do more often' My parents had the idea of getting me involved in activities which I would be able to learn at this time and continue to use later in life. For my fifth birthday I received a bike which I very quickly attached myself to. I spent nearly all of my spare time learning how to ride, and soon set a goal for myself to ride without my training wheels on' This goal gave me something positive to work towards. I noticeably grew closer and closer to achieving my goal over just a few days, showing that it was realistic and achievable. The reward which I received was perhaps greater than any physical object that I could have received. Once I had completed my goal, my confidence was boosted and I felt a sense of achievement and pride. This increase in confidence encouraged me to want to participate in more activities as I had learnt to have fun and feel good about myself as I improved. Reaching goals in physical activity really got me motivated to participate in other activities. After having discovered

2

that I really enjoyed physical activity and the effects it had on my wellbeing, my parents then enrolled me in tennis lessons. This was highly expected of me as my entire family on both parents sides all play tennis. I began to practice at least two times a week yet still wanted to play more and more. By using a racquet to hit a tennis ball, my hand-eye coordination skills were largely improved. By looking at the activities in which I participated in from the ages of zero to five, it can be seen that everything I did worked towards improving skills, and improving well-being which I could use throughout my life, instead of just at that particular time.

Heading in to primary school I had an extremely positive attitude towards physical activity. As tennis was my favourite activity which I had participated in so far and was a sport, I was incredibly enthusiastic towards trying a wide range of sports. My friends and sport became my two favourite aspects of my life, and so naturally they began to interlink. My friends began to influence the physical activities in which I was involved with as the social factor became increasingly important to me. I decided to try playing miniball for my school as a large number of my friends were playing in the same team. I found it more difficult to feel comfortable in this environment as most of my friends were playing the sport because they enjoyed playing it all the time. On the other hand, I joined the team for more social reasons and had very little experience. Not being used to playing a team sport, the initial shock of having other people better than me was hard to get used to. This was a huge barrier which I faced for a period of time. I felt as though I was not good enough for the team due to the difference in skill between my friends and I. Gradually, I overcame this barrier as time went by and my skills became better. I learnt valuable team communication skills and more importantly started to understand that in order to excel at sport, it requires practice and focus. I decided that after a year of miniball, I would rather continue to explore the different sports available at school. I followed another group of friends onto the soccer field the next year. Not only did I see this as another chance to hang out with friends and try something new, but I also felt it created a certain bond between my older brother and me as he also played soccer. It was during this time that I discovered a whole new side to sport which I found was particularly off putting. The coach of the soccer team was the dad of one of the players which resulted in obvious favouritism.

For some reason I found soccer an easy sport to play and really enjoyed it. The blatant hegemony showed as I was kept in defence for the whole season and barely got to touch the ball at all. At practice each week I continued to show that I had the skill to play well, but yet each game the coach's son was put on as a forward while I was stuck in defence. As a result I was prevented from developing my skills to a higher level as the season went on whereas the coach's son continued to get better.

... The next sport that I tried out was hockey. I picked up the sport instantly and very quickly found myself at the same skill level of those who had started playing a year before me. The fact that my closest friend played hockey before I did had a huge influence on my decision to try it out. Furthermore, my dad and all of his siblings played hockey while they were at school as well. I think a fair assumption would be that I would eventually try the sport myself. I enjoyed playing hockey so much that I practiced in all of my spare time and spent hours simply practicing passing the ball and simple dribbling skills with my friend ...

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to evaluate, in depth, physical activity experiences to devise strategies for lifelong well-being.</p> <p>This involves:</p> <ul style="list-style-type: none"> • comprehensively examining personal physical activity experiences to date • making coherent judgements about the relationship between the experiences; and the potential impact of the experiences on lifelong well-being. <p>The student has comprehensively examined a personal physical activity experience (cricket) (1).</p> <p>The student has made coherent judgements about the relationship between the experiences (throughout the student's lifespan to date) and the potential impact of the experiences on lifelong well-being (2).</p> <p>For a more secure Merit, the student would need to:</p> <ul style="list-style-type: none"> • examine comprehensively other personal physical activity experiences to date • make more coherent judgements about the relationship between the experiences; and the potential impact of the experiences on life-long well-being.

Throughout my life physical activity has, and still does, play a big role. I have taken part in many different types of sports which include cricket, basketball, football, tennis, swimming and many other physical activities and games that I took part in through school. All of these different type of physical activity have played a big role throughout my life up to this time and will most likely keep on playing a big part in my life in the future. In the second half of this essay I will devise and plan strategies that can be used for lifelong wellbeing so that I ensure that physical activity will continue to play a big part in my life.

One of the major physical activities that I have participated in regularly throughout the majority of my life is cricket. I was first influenced to start playing cricket by my dad, who had played cricket when he was younger, and enjoys watching the sport. My mum also wanted me to be physically active and thought that it would be a good idea for me to start playing cricket, This is because by being physically active at a young age not only are you keeping fit and healthy, you are much more likely to "be academically motivated, alert, and successful".{2} Another thing that influenced me to start playing cricket was that a lot of my friends were also playing cricket, which meant that I wanted to play with them. The influence from my parents and friends was the major reason that I started playing cricket. After I had played cricket for a while I grew to love the sport, which influenced me to keep on playing. I played cricket all the way through to year 12, influenced by my love of the sport, my parents who wanted me to keep playing, and the fact that a lot of my friends were in my cricket team. At the end of year 12 I decided to stop playing cricket. This decision was influenced by a few things. One of these things was that I no longer gained very much enjoyment from playing cricket anymore, and the love that I had had for the sport during my younger years was disappearing. Another influence was my coach, who I did not like very much as I felt that he did not manage the team very well. I also did not like that cricket was taking up so much of my time, what with two practises a week and a game that took all of Saturday. I felt that I could be spending this time much more productively. Because of these barriers I made the decision to stop playing cricket.

1

2

While my parents influenced me to start playing cricket they also enabled me to do so. My dad enrolled me in milo cricket, which is cricket for young children who are just starting out playing. It was a practise programme that taught kids the basics of playing cricket before starting to play properly in teams the following season. My mum and dad also paid for this and provided transportation for me to all of my practise sessions which enables me to get to all of these sessions on time and therefore get the most out of the session that I could. They also provided me with all the gear that I needed to play cricket, which was white clothes, a cricket bat, etc. Because I was at such a young age at 5 years old my parents took care of everything that I needed to start playing cricket. As soon as I started paying cricket I thoroughly enjoyed it, which led me to continue playing cricket for a lot of my young life. After a while I felt a need to become better at the game and get more specialised coaching. My parents also enabled me to do this, by organising private one on one lessons with a professional coach, paying for them, and providing transport to and from these lessons. Through these lessons my skill at cricket grew greatly, which made me want to continue playing even more. However, when I reached year 12, I felt that some barriers were placed in the way of my playing cricket. One of these was time..

A major social influence that was one of the reasons that I started to play cricket was the fact that all of my friends were also starting to play cricket at the same time that I was. Because of this I wanted to play cricket as well, as hanging out with my friends was always a lot of fun. This was a major influence on me playing cricket throughout my life, as playing cricket was a great opportunity to talk to my friends and hang out, while also playing a sport that I enjoyed immensely. Through playing

2

cricket I was also able to meet new people and make a lot of new friends, which also influenced me to keep on playing.

The "stay and play" research done by SPARC into finding out why an increasing number of teenagers are dropping out of sport also supports why my friends influenced me to start and keep playing cricket. The research done by SPARC states that one of the main social reasons that teenagers stop playing sport is that it is considered "not cool" by their friends. Because a lot of my friends also played sport, sport was considered to be the "cool" thing to do, which meant that I really wanted to play cricket as a lot of my friends also played it and I was put in the same team as them.

A big influence on my decision to play football at intermediate rather than get involved in other sports was that a lot of my friends were also playing football. As I enjoyed spending time with my friends I naturally wanted to play football as it meant that I would get to spend more time with my friends. However, it was also a social influence that was a big reason for me deciding to stop playing football and get involved in something else. When I reached intermediate a lot of my friends decided to go and play rugby, or were placed in a different football team to me. As the social aspect was the biggest reason that I was playing football I decided to stop as I was no longer in a team with any of my friends. This is why I did not continue with football later on in my life and why I now play rugby.

I valued cricket very highly throughout most of my life, which meant that I continued with this experience throughout most of my life. I valued cricket highly for many reasons. One of these was that it affected the physical aspect of my hauora positively, which meant that it helped me to keep fit and stay healthy. It was good for my aerobic fitness because we were training 3 times a week doing long runs and cardio work for one session. Because I was staying reasonably fit and healthy, the mental aspect of my hauora was also effected positively, as by staying reasonably fit and healthy I felt a lot better about myself mentally. Keeping fit and healthy means I had a body shape that I was comfortable with. Another reason that I valued cricket so highly was the social aspect. When comparing this to other sports like swimming and athletics which are sports that you do by yourself cricket was much more enjoyable. By playing cricket I was able to hang out with my mates and also make new friends. This affected the social aspect of my hauora positively, as I was spending quite a bit of time with my friends through playing cricket, and I was also making quite a few new friends because of cricket. Because I was staying fit and healthy, was feeling good about myself, and was making lots of new friend and spending a decent amount of time with the friends that I already had, the spiritual aspect of my hauora was also affected positively, as through all of these things I gained a lot of confidence in myself, and felt very positive about everything that was happening with my cricket. This also had positive aspects on other areas of my life such as my school work were because of the positive attitude bought on by playing cricket I had a real enthusiasm to get on with my school work. In a sense I had a balanced well-being which helped in other areas of my life. Overall, I valued cricket very highly, and it was an obvious choice for me to continue with the sport.

2

Throughout my football career I did not value football very highly. This was because I did not enjoy it as much as other sports that I played, and the only real reason that I continued on playing it was because my parents wanted me to. I did not enjoy playing football very much because my skill level was not as high as other people that I played against, and was seldom put in team with my friends.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to evaluate physical activity experiences to devise strategies for lifelong well-being.</p> <p>This involves:</p> <ul style="list-style-type: none"> • examining personal physical activity experiences to date • considering the influences on and reasons for participation in physical activity experiences • making judgements about the relationship between the experiences; and the potential impact of the experiences on lifelong well-being • using the judgements as a basis for devising strategies for lifelong well-being. <p>The student has examined personal activity experiences to date and considered the influences on and reasons for participation (1).</p> <p>The student has made some coherent judgements about the relationship between the experiences and the potential impact of the experiences on lifelong well-being (2).</p> <p>The student has devised strategies for lifelong well-being (3).</p> <p>To reach Merit, the student would need to:</p> <ul style="list-style-type: none"> • comprehensively examine personal physical activity experiences • make more coherent judgements about the relationship of the physical activity experiences; and the potential impact of the experiences on life-long well-being.

...soccer and rugby were the main team sports to be involved in at primary school. Lots of friends from kindy and school were also starting to play and it was fun to play alongside your mates. Sport in these early years was more like social time for kids and then parents' forged friendships on the sideline and enjoyed watching us learning new skills and developing our love for sport. Mum and Dad wanted me to join soccer to get a taste for team sports and to meet and make new friends. I had fun but really wanted to play rugby...played rugby until the age of 14. I was fast but I wasn't confident in getting involved in the thick of it so played on the wing...broke my foot...by a boy twice my size. After that I was less confident, felt small and vulnerable...

The sports I have played such as soccer, volleyball, rugby, water polo and tri-athlon are all linked together because they have structured, organised training which is what motivates me to participate. I like the discipline of doing drills, fitness, competing against others in modified games and drills and so on. I also like the commitment to a team, feeling you are part of a bigger picture and a sense of belonging to a group with similar needs and interests as yourself. And the fact that a coach leading the way means you are less likely to slack off...

1

...my family has supported me financially and have transported me to games and trainings. Now I have my license I can do this myself, although am happy that Mum and Dad have still chosen to watch and support me too, and they continue to help me pay my way through my sport as I think they like the fact I am involved in team sports, benefiting in more ways than just physical...I have also been lucky that my environment inspires me to be active. I am lucky that we live so close to the beach...great off road tracks for running and mountain biking, and unlike bigger cities the roads are even safe to train on...triathlon was getting more media coverage and support after Hamish Carter won Gold at the 2004 Olympics and was becoming more recognised in the community by young and old. Development events were introduced such as the weetbix tri, which after competing in my first one, got me hooked. All these economic and environmental influences are what to continue my involvement in the activity.

1

...was making the most of the range of sports college had to offer ...but really wanted to excel in one sport. I was having fun and enjoying the multi-sport scene so was committed to putting effort and training into the sport. I have set goals for the next 5 years to keep my passion for triathlon alive. Setting goals in all the sports I have done gives me something to work towards. While I do like a social environment with my friends it also needs to be competitive.

...I train with a squad so it is very social and gives me the opportunity to meet people with similar interests and also to challenge myself against them to help me work to my potential to reach my goals. The training keeps me fit and healthy and by training with others, even if the load and intensity is hard they motivate me to push myself harder. The endorphins released from this exertion give me a strong mind set and make me feel confident and happy.

I see a clear relationship between times when I am enjoying my physical activity experiences, or succeeding in them, and the positive influence on my wellbeing. I love how triathlon training helps keep me physically fit and healthy. For example I feel great when I am doing my swimming, cycling and running training as well as competing. I feel like I have got my body to a state where it can cope with the demands of the triathlon training and racing. Knowing it is my hard work and commitment to keeping to my triathlon training schedule that has made this possible makes me feel happy. I think this determined attitude and commitment from my triathlon training carries into other parts of my life, like school work. In this situation, I think because my body is so fit and prepared, that so too is my mind. For example, I can concentrate and focus in class and I am organised with my studies and extra-curricular activities. I think this puts me in good stead for the future.

2

Triathlon has more of a positive influence on me than other forms of physical activity. When I was going to the gym I found it hard to commit and stay focused. I needed to set myself goals to ensure I stay motivated...just doing a weights circuit did not inspire me like when I am in a competitive team environment with others to train with, compete against and inspire each other to do our best...have also found I gravitate toward activities with a low chance of injury...when I was injured and feeling vulnerable in Rugby in my earlier years it really knocked my confidence...I like the relationship triathlon has with my total well-being by providing me with a good set of skills, such as, goal setting, how to improve my fitness and keep healthy. Also values like determination and perseverance to keep up with my training. I have definitely improved my interpersonal skills by learning how to deal with different personalities and how to relate and get along with others. These are definitely skills which are transferable to other aspects of my life.

2

While I think it does help to set the scene early in terms of being active, being involved in a competitive team situation from the very early years could run the risk of burn out or boredom in later years. I think to ensure the relationship between physical activity and wellbeing remains a positive one, we need to select activities that are appropriate for the development of our body and our mind...

...it is as much mentally good for me as it is physically. I feel good about how I am going in sport and am excited about what potentially lies ahead. I am sure that participation in physical activity has helped me to develop the real sense of belonging and identity that I have. I feel a part of the triathlon community where people have similar goals and aspirations as me.

... I have a long term goal to represent NZ at the 2013 World triathlon champs in my age group in London. I have short term goals over the next year building towards the qualifying time in April. The air force which I am entering next year also supports keeping fit and active due to the fitness requirements of the basic air force training course. The basic fitness training in the air force will contribute to improving my fitness for the running component of my triathlon training. It will also give me motivation to meet my goals as I will have other people to run with. This will tie in nicely with who I am and where I want to go...eventually I will go back to team sports as I enjoy the social side. This will also help me keep up my friendships as often I train myself...

3

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to evaluate physical activity experiences to devise strategies for lifelong well-being.</p> <p>This involves:</p> <ul style="list-style-type: none"> • examining personal physical activity experiences to date • considering the influences on and reasons for participation in physical activity experiences • making judgements about the relationship between the experiences; and the potential impact of the experiences on lifelong well-being • using the judgements as a basis for devising strategies for lifelong well-being. <p>The student has examined personal physical activity experiences to date (1) and considered the influences on and reasons for participation (2).</p> <p>The student has made judgements about the relationship between the physical activity experiences (3) and the potential impact of the experiences on lifelong well-being (4).</p> <p>The student has devised strategies for lifelong well-being that are linked to previous physical activity experiences (5). There are clear links to lifelong well-being (6).</p> <p>For a more secure Achieved, the student would need to make more judgements about the relationship between the physical activity experiences; and the potential impact of the experiences on lifelong well-being.</p>

I have noticed that water sports have been my main sport for the last 8 years probably because I was bought up by the beach. When I was a toddler my parents always took paddling at the beach. After I learned to swim aged 4, my parents started to take me body boarding when the surf was small. Often we spent time snorkeling in a rock pools around in the next bay. I loved looking at the small fishes and marine life. All through my primary school years I spent a lot of time snorkeling, surfing, body boarding and body surfing with my parents and family members.

1

I did have some involvement in mainstream organised sport too. When I was 9 -11, I played netball but didn't like relying on other people so I stopped playing team sports. While swimming not seem like an organised sport it was as the trainings were very structured but this worked for me because I was the only one influencing how successful or not I was...

Because I was involved in swimming and surfing at intermediate I also started hanging out with people doing surf lifesaving which then encouraged me to try this too. As soon as I was in the water I felt relaxes and enjoyed myself due to a love of being in the water... by travelling around with my family I made new friends in the community which led me to new sports like surf lifesaving. I was able to travel to training due to close accessibility of the beach. My family supported me financially and gave me all the money I needed to compete, forequipment and to travel.

The role of family in my sport has been big influence because they would always go away to surf spots and encouraged me to get into surfing and other water sports...

Because I was bought up in South Africa in a small coastal town, our school was small and only offered traditional sports such as rugby, netball, swimming, tennis and cricket...at intermediate gender didn't matter, if you wanted to take part you did, ...e.g. girls playing cricket with the boys, and due to this attitude more people, including me got involved.

2

...I realised I was talented and enjoyed the social interaction...made me want to train and improve to be in the same squad as all my friends. I realised that this was one of the main reasons I liked participating, because of the social benefits of getting to hang out with my friends. They also influenced me to take part and to train as it was also a fun time to hang out.

3

...when I got a sponsor my focus changed as I had to train to perform to my best to keep the sponsor and local community happy. This encouraged me to train harder and strive for success. However this affected my hauora as I was not getting rest days and ended up over training and getting injured. Because I relied on swimming for my exercise I had 2 months off training and my physical wellbeing was negatively affected. I became depressed as a consequence, gained weight and became a bit isolated from my friends (in swimming circles). Once I got back into it slowly me overall sense of wellbeing felt like it improved.

4

...I don't think you need to be good at sport for it to have a positive relationship to wellbeing. I am not overly good at surfing...but getting a good wave makes me feel happy and confident in myself. I find myself striking up conversations with other surfers and begin to make new friends...conversely being good at physical activity can also have a negative relationship with wellbeing which I have explained above when I got injured and had to stop all activity. This affected my taha tinana, taha hinengaro and taha whanau. Because swimming was also part of who I am, when I wasn't allowed to train I felt like I wasn't

myself and got mood swings and took it out on others. My Wairua therefore also seems to have been negatively affected.

...Next year I will be studying a BCom degree at Otago University...I will join the social teams for the fact that I enjoy situations where I get to meet new people but will also make sure I get out to the beach to be by the water and surf...Making sure I continue to be active will help me relax and improve all aspects of my wellbeing. I will be able to stay fit and maintain my healthy body weight and my social wellbeing will be enhanced by the sense of belonging to a group. Being in a new environment it will also be important to maintain some of what gives me a sense of my own identity and belonging, like being around the water.

5

6

...won't have much money as a student which could be a barrier as I am used to my family paying...could get a job.

...will definitely include swimming and some other form of individual activity, perhaps like yoga... clear my mind and relax. I have realised from my past experiences that over training fatigues your body and it essential to give it time to repair and relax. Doing this type of low impact, flexibility exercises will be good for this aspect as well as calming for my overall spiritual and mental wellbeing.

5

6

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to evaluate physical activity experiences to devise strategies for lifelong well-being.</p> <p>This involves:</p> <ul style="list-style-type: none"> • examining personal physical activity experiences to date • considering the influences on and reasons for participation in physical activity experiences • making judgements about the relationship between the experiences; and the potential impact of the experiences on lifelong well-being • using the judgements as a basis for devising strategies for lifelong well-being. <p>The student has examined personal physical activity experiences to date (1).</p> <p>The student has considered the influences on and the reasons for participation in the physical activity (2).</p> <p>The student has devised strategies for lifelong well-being that are linked to previous physical activity experiences (3).</p> <p>To reach Achieved, the student would need to make clear judgements about the relationship between the experience and the potential impact of the experiences on lifelong well-being.</p>

I have been involved in a number of different types of sports as I have grown up. Some I did just for a short period like a couple of terms and others I have kept going for a while. We also play a lot of fun sports with the whole family where rules don't really come into it! Some of the sports and physical activities I have done over the years include swimming, netball, T-Ball, dance, tennis, horse riding, and squash. My family (parents) say I have to be a part of at least one physical activity to keep me healthy and fit. There hasn't been a time where I haven't done any sport, and sometimes I have played more than 1 sport at a time.

When I was 5 I did a lot of swimming, I was told that it would help me gain important skills and it could possibly help and save mine and other people's lives in the future. I carried on with swimming until I was about 11 years old. I was a part of the swimming squad and this meant we swam up and down the pool non-stop for an hour. Our instructor would stop us only to give advice about our style or breathing etc. But overall it was simply just swimming non-stop. This is a great skill to learn and really good for overall fitness as it isn't hard on any part of your body. Sometimes if you have had an injury a physio will recommend swimming to help with your injury and also to keep your fitness levels up it is also good for developing the left and right hand side of the brain and is often recommended for people with learning disabilities. So although I know how good it was for me I didn't feel swimming was a sport I wanted to continue as I found it boring just swimming for an hour.

1

I played T-Ball for a short time. My sisters played softball and because of my age I was put into T-Ball which is just the junior form of softball. It was quite fun but after a while we all decided we didn't want to continue with it.

Tennis was much the same. I never really took to this like I took to squash. I much prefer squash with the four walls around me and of course being inside certainly helps when it is freezing outside. The one rule in our family was if we wanted to try out new activities was once we joined and paid we had to stick at it for that whole term and not drop out until the end of the term.

Dance I did for a while as well. I did dancing for about two years which included iazz and hip-hop. I enjoyed dancing but hated having to perform in front of audiences. The fear of this ruined the enjoyment of dance for me.

We have a Bach up in Foxton beach and every Easter and sometimes Christmas the entire family comes up. Uncles, Aunties, cousins etc and it is so much fun. There is usually about 30 of us and we always have the volleyball nets up and the cricket set out. As I said before, rules aren't a big part of our family games and it is always so funny with each side trying to 'argue' whether a ball was in or not. The games bring us all together and even though there are different abilities and a wide range of ages, no one cares and we just enjoy the time and company of each other.

When I was 7 my sister was learning how to ride a horse she had many lessons that made her quite a good rider and I always went to the horse riding stables to watch her learn and pat the horses. I thought it would be a good idea to try horse riding as well. I wanted to follow in my sisters footsteps and do what she was doing so I copied her, but after a few practices I thought that it wasn't for me and I was too young and I was afraid I was going to fall off the horse because it was so big. I only spent one school term trying to learn how to ride a horse. I was more comfortable watching.

2

I also started playing netball when I was in primary school. I decided to play because all my friends were and they wanted me to play as well. I loved playing netball because it is a team sport and it can be a fast moving game which I enjoyed, but not only was I having fun while playing netball, I was also gaining a lot of good skills such as good team work, communication and ball skills. Everyone that had come to watch me on a Saturday would all say I was a natural player, and I always had heaps of fun on the court. Each year I would join a team at my school which helped me increase my knowledge about netball. I played every year in primary and intermediate and in college I played in years 9, 10 and 1L. In year 11 I played in a social team. This means it's not as serious and we can all just have fun, relax and try new playing positions. My main position was centre and sometimes wing attack. I decided to stop in year 12 because of other sport commitments such as squash which I wanted to concentrate on.

1

2

I started squash when I was 10 because my mum and my sister played and I thought it looked like heaps of fun. I would go down to the squash courts and practice with my coach and also on a Friday night with lots of other kids. At that stage I wasn't really into squash I was just going down to see my friends that I had made over the years. This all changed when I started playing in tournaments and winning and I thought 'wow I can do this' so I took things more seriously and got more training to help me improve. The training with my coach can be quite hard work because it is about learning control over the ball, how to place it, body positions when hitting the ball, where to stand and a lot of other strategies for the games I play. I started as a J5 in the squash grading and have moved up in grades during the years I have played, and I am now a D2, not far off a D1 and hoping to be a C2 by the end of this year. I practice on a Monday and a Tuesday and I play interclub on Wednesday I often have tournaments in the weekends. Tournaments are held all over New Zealand, but I have stayed in Wellington in the lower North Island.

1

Physical activity and sports are important in my life as it helps me stay fit and healthy. For me I need to be a part of something or have a plan for each week of what I'm going to do such as my squash, zumba and running, so that I am totally sure I am going to be involved in physical activities and sports where as if I don't join up with anything or make up a plan for each week then I definitely know I won't end up doing it because I can be quite can be quite lazy at times, especially in winter. Next year when I leave college I think the best way for me to carry on with my physical activities and sports is to make sure I set a plan up for each week and set a goal at the start of the year so I have something to achieve by the end of the year. Also I am already a member of the Khandallah squash clubs. This means I know I am already a part of something so I will be sticking by squash when I leave college not only because I am already joined to the club but because I love squash and I am always meeting new people which is also the fun of it.